



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 12611776  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

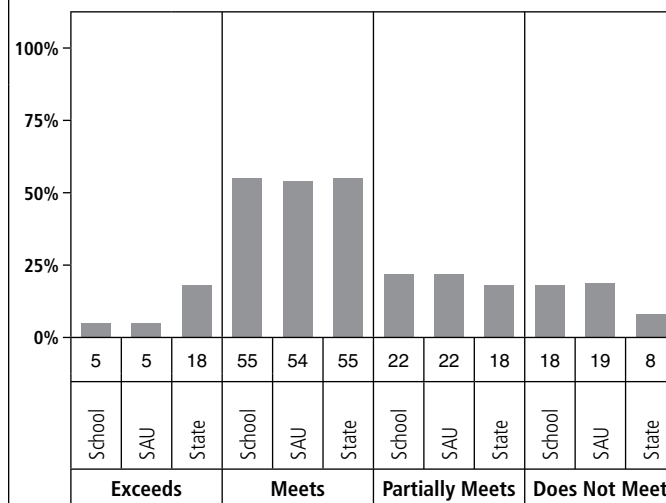
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

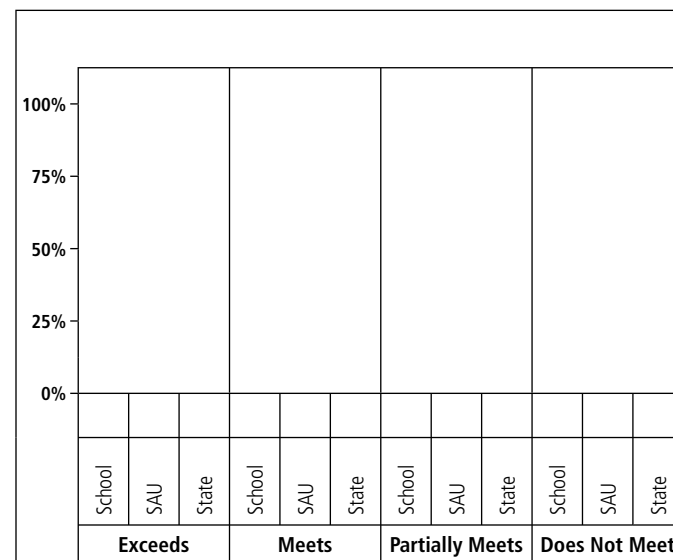
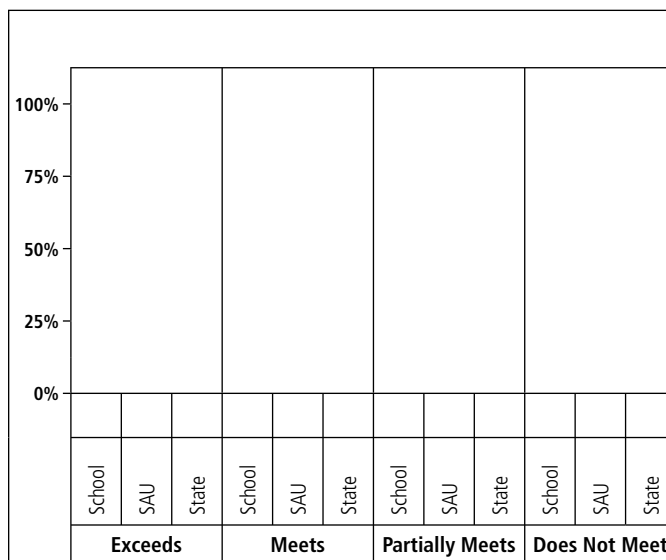
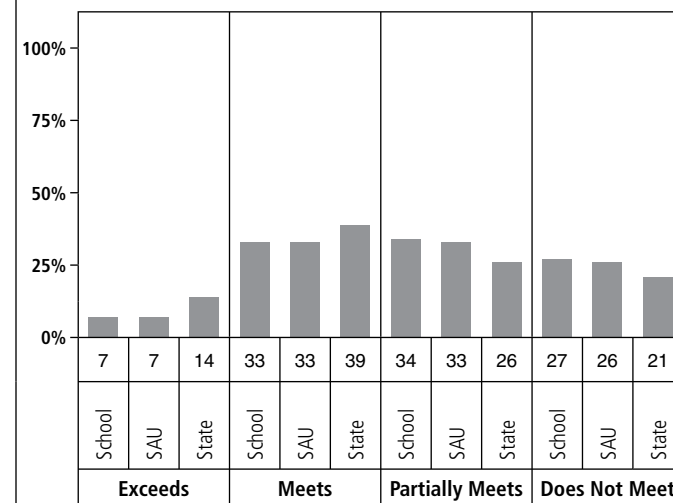
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	744	744	745
2006–2007	745	745	748
<b>2007–2008</b>	<b>743</b>	<b>743</b>	<b>750</b>
Cum. Avg. *	744	744	748
<b>Mathematics</b>			
2005–2006	739	739	740
2006–2007	743	743	742
<b>2007–2008</b>	<b>738</b>	<b>738</b>	<b>743</b>
Cum. Avg. *	740	740	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 68  
 School: Se Do Mo Cha Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	83	100	81	100	14818	100	83	100	81	100	14698	99	83	100	81	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	1	1	1	1	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	2	2	2	2	219	1	2	100	2	100	213	97	2	100	2	100	217	99												
Hispanic	3	4	3	4	178	1	3	100	3	100	176	99	3	100	3	100	177	100												
Caucasian/White	77	93	75	93	13927	94	77	100	75	100	13825	99	77	100	75	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	7	8	7	9	2556	17	7	100	7	100	2508	99	7	100	7	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	78	94	76	94	5461	37	78	100	76	100	5408	99	78	100	76	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	74	89	73	90	12195	82	74	89	73	90	12215	82												
Identified disability (PET/IEP)	1	1	1	1	418	3	1	1	1	1	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	9	11	8	10	2320	16	9	11	8	10	2303	16												
Identified disability (PET/IEP)	6	67	6	75	1912	82	6	67	6	75	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	3	33	2	25	244	11	3	33	2	25	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	9	11	8	10	1769	11
	2006-2007	12	13	12	13	2630	18
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	25	10	24	9	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	44	52	42	51	7521	49
	2006-2007	46	50	46	51	7605	51
	<b>2007-2008</b>	<b>46</b>	<b>55</b>	<b>44</b>	<b>54</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	136	52	132	52	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	17	20	17	21	3773	24
	2006-2007	17	18	16	18	3000	20
	<b>2007-2008</b>	<b>18</b>	<b>22</b>	<b>18</b>	<b>22</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	52	20	51	20	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	15	18	15	18	2399	16
	2006-2007	17	18	17	19	1620	11
	<b>2007-2008</b>	<b>15</b>	<b>18</b>	<b>15</b>	<b>19</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	47	18	47	19	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	31.0	55.4	31.0	55.4	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.4	55.0	15.4	55.0	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.6	55.7	15.6	55.7	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 68  
 School: Se Do Mo Cha Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	83	4	5	46	55	18	22	15	18	743	81	5	54	22	19	743	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	2										2						211	26	47	20	6	752
Hispanic	3										3						173	12	54	18	15	746
Caucasian/White	77	3	4	41	53	18	23	15	19	743	75	4	52	24	20	743	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	1	14	6	86	719	7	0	0	14	86	719	2330	2	30	36	32	735
No	76	4	5	46	61	17	22	9	12	746	74	5	59	23	12	746	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	83	4	5	46	55	18	22	15	18	743	81	5	54	22	19	743	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	78	4	5	44	56	16	21	14	18	744	76	5	55	21	18	744	5299	9	51	26	14	745
No	5	0	0	2	40	2	40	1	20	736	5	0	40	40	20	736	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	83	4	5	46	55	18	22	15	18	743	81	5	54	22	19	743	14514	18	55	18	8	750
<b>Gender</b>																						
Female	38	4	11	23	61	7	18	4	11	748	37	11	59	19	11	748	7084	24	55	15	6	752
Male	45	0	0	23	51	11	24	11	24	739	44	0	50	25	25	739	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	83	4	5	46	55	18	22	15	18	743	81	5	54	22	19	743	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	0										0						574	61	38	1	0	765
No	83	4	5	46	55	18	22	15	18	743	81	5	54	22	19	743	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	33	3	11	10	37	5	19	9	33	740	34	11	37	19	33	740	6	9	42	24	25	741
B. less than one hour	51	1	2	25	61	12	29	3	7	745	49	3	59	31	8	745	50	17	56	19	8	750
C. one to two hours	12	0	0	9	90	1	10	0	0	751	13	0	90	10	0	751	40	20	58	16	6	752
D. more than two hours	4	0	0	2	67	0	0	1	33	741	4	0	67	0	33	741	4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	21	2	12	8	47	2	12	5	29	743	22	12	47	12	29	743	36	24	58	14	5	753
B. They match some of what I have learned.	54	2	5	26	59	11	25	5	11	746	54	5	58	26	12	746	50	16	58	19	8	749
C. They match just a little of what I have learned.	17	0	0	9	64	2	14	3	21	741	16	0	62	15	23	741	11	13	45	26	16	745
D. There is no match.	7	0	0	3	50	3	50	0	0	741	8	0	50	50	0	741	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	3	10	19	66	4	14	3	10	748	36	11	64	14	11	748	28	35	52	9	5	756
B. good	43	1	3	18	53	11	32	4	12	743	42	3	52	33	12	743	52	15	60	18	7	750
C. fair	20	0	0	8	50	3	19	5	31	740	21	0	50	19	31	740	18	3	49	33	15	742
D. poor	1	0	0	0	0	0	0	1	100	722	1	0	0	0	100	722	2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	7	54	3	23	3	23	741	17	0	54	23	23	741	16	13	48	23	16	745
B. about the same as my regular schoolwork	64	2	4	30	59	12	24	7	14	745	65	4	59	24	14	745	65	18	57	18	7	750
C. easier than my regular schoolwork	20	2	13	8	50	3	19	3	19	745	18	14	43	21	21	745	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	1	25	2	50	1	25	731	5	0	25	50	25	731	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	48	0	0	22	58	10	26	6	16	742	49	0	58	26	16	742	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	47	3	8	22	59	6	16	6	16	747	45	9	57	17	17	747	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	22	1	6	10	59	5	29	1	6	745	22	6	59	29	6	745	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	64	3	6	30	60	10	20	7	14	746	64	6	59	20	14	746	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	3	27	3	27	5	45	731	14	0	27	27	45	731	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	0	0	11	79	2	14	1	7	746	18	0	79	14	7	746	17	25	57	13	6	753
B. 20 minutes to an hour	38	3	10	19	61	6	19	3	10	749	38	10	60	20	10	749	45	22	56	16	6	752
C. less than 20 minutes	12	1	10	4	40	3	30	2	20	743	11	11	33	33	22	743	13	14	56	21	9	748
D. I rarely read at home.	32	0	0	12	46	7	27	7	27	738	33	0	46	27	27	738	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	50	0	0	1	50	0	0	1	50	728	50	0	50	0	50	728						
B.	0										0											
C.	25	1	100	0	0	0	0	0	0	764	25	100	0	0	0	764						
D.	25	0	0	0	0	1	100	0	0	734	25	0	0	100	0	734						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	6	7	5	6	1646	11
	2006-2007	13	14	13	14	2142	14
	<b>2007-2008</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	25	10	24	9	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	33	39	31	38	5497	36
	2006-2007	38	41	38	42	5642	38
	<b>2007-2008</b>	<b>27</b>	<b>33</b>	<b>27</b>	<b>33</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	98	38	96	38	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	27	32	27	33	4514	29
	2006-2007	25	27	24	26	4077	27
	<b>2007-2008</b>	<b>28</b>	<b>34</b>	<b>27</b>	<b>33</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	80	31	78	31	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	19	22	19	23	3797	25
	2006-2007	16	17	16	18	3001	20
	<b>2007-2008</b>	<b>22</b>	<b>27</b>	<b>21</b>	<b>26</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	57	22	56	22	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.7	48.1	7.7	48.1	8.8	55.0
Cluster 2: Shape and Size	14	25	3.9	27.9	4.0	28.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.2	40.0	3.3	41.3	3.5	43.8
Cluster 4: Patterns	18	32	7.3	40.6	7.4	41.1	7.9	43.9

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 68  
 School: Se Do Mo Cha Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	83	6	7	27	33	28	34	22	27	738	81	7	33	33	26	738	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	2										2						216	25	34	23	18	748
Hispanic	3										3						175	9	32	30	29	737
Caucasian/White	77	5	6	24	31	26	34	22	29	737	75	7	32	33	28	737	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	0	0	1	14	5	71	727	7	14	0	14	71	727	2321	2	16	26	55	727
No	76	5	7	27	36	27	36	17	22	739	74	7	36	35	22	739	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	83	6	7	27	33	28	34	22	27	738	81	7	33	33	26	738	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	78	6	8	26	33	26	33	20	26	738	76	8	34	33	25	739	5301	5	31	31	33	736
No	5	0	0	1	20	2	40	2	40	733	5	0	20	40	40	733	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	83	6	7	27	33	28	34	22	27	738	81	7	33	33	26	738	14517	14	39	26	21	743
<b>Gender</b>																						
Female	38	2	5	13	34	17	45	6	16	739	37	5	35	46	14	739	7086	14	40	26	20	743
Male	45	4	9	14	31	11	24	16	36	737	44	9	32	23	36	737	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	83	6	7	27	33	28	34	22	27	738	81	7	33	33	26	738	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	0										0						575	64	31	3	1	765
No	83	6	7	27	33	28	34	22	27	738	81	7	33	33	26	738	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 68  
School: Se Do Mo Cha Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	33	1	4	6	22	11	41	9	33	735	34	4	22	41	33	735	6	7	29	26	37	734
B. less than one hour	51	4	10	16	39	13	32	8	20	741	49	10	41	31	18	741	50	13	39	26	22	742
C. one to two hours	12	1	10	5	50	2	20	2	20	742	13	10	50	20	20	742	40	15	42	26	17	744
D. more than two hours	4	0	0	0	0	2	67	1	33	729	4	0	0	67	33	729	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	21	2	12	4	24	4	24	7	41	737	22	12	24	24	41	737	32	21	40	23	16	747
B. They match some of what I have learned.	49	3	8	15	38	15	38	7	18	741	49	8	38	38	15	741	50	12	42	27	19	743
C. They match just a little of what I have learned.	23	1	5	6	32	8	42	4	21	737	23	6	33	39	22	737	15	7	32	31	30	737
D. There is no match.	6	0	0	2	40	1	20	2	40	733	6	0	40	20	40	733	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	26	4	19	8	38	7	33	2	10	745	27	19	38	33	10	745	25	34	42	13	11	753
B. good	53	1	2	16	37	15	35	11	26	738	52	2	39	34	24	739	47	10	45	27	18	743
C. fair	17	1	7	3	21	5	36	5	36	734	18	7	21	36	36	734	23	3	30	36	32	735
D. poor	4	0	0	0	0	1	33	2	67	722	4	0	0	33	67	722	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	33	3	12	7	27	11	42	5	19	739	34	12	27	42	19	739	36	6	38	29	27	738
B. about the same as my regular schoolwork	61	3	6	18	38	16	33	11	23	739	60	7	39	33	22	740	53	13	42	27	18	744
C. easier than my regular schoolwork	6	0	0	2	40	1	20	2	40	736	6	0	40	20	40	736	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	23	3	17	5	28	6	33	4	22	740	24	17	28	33	22	740	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	65	3	6	19	37	21	41	8	16	740	64	6	39	41	14	741	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	3	33	1	11	5	56	730	12	0	33	11	56	730	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	3	0	0	0	0	1	50	1	50	723	3	0	0	50	50	723	9	15	37	25	23	742
B. two or three days a week	4	0	0	1	33	1	33	1	33	735	4	0	33	33	33	735	20	13	41	26	20	743
C. two or three times each month	20	5	31	4	25	5	31	2	13	749	21	31	25	31	13	749	30	15	40	27	18	744
D. never or almost never	74	1	2	21	36	21	36	16	27	736	73	2	37	35	26	737	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	10	1	13	4	50	1	13	2	25	743	10	13	50	13	25	743	20	17	39	23	22	744
B. two or three days a week	43	4	11	13	37	11	31	7	20	741	43	12	38	32	18	742	29	16	40	25	19	744
C. two or three times a month	32	1	4	7	27	12	46	6	23	737	32	4	28	44	24	738	26	13	40	28	20	743
D. never or almost never	15	0	0	3	25	4	33	5	42	731	15	0	25	33	42	731	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	25	1	25	2	50	732	5	0	25	25	50	732	8	7	32	26	35	736
B. 30–45 minutes	62	4	8	17	35	17	35	11	22	740	62	8	35	35	21	740	41	12	38	27	23	741
C. 45–60 minutes	29	2	9	8	35	7	30	6	26	738	29	9	36	27	27	738	41	17	42	24	16	745
D. more than 60 minutes	4	0	0	1	33	1	33	1	33	731	4	0	33	33	33	731	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	50	1	50	730	50	0	0	50	50	730						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	732	25	0	0	100	0	732						
D.	25	0	0	0	0	1	100	0	0	734	25	0	0	100	0	734						